

BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

This area of focus was established by the Office of Special Education Programs in January of 2004, and data are currently limited due to sampling methodology of the assessment instrument used prior to and including school year 2003-2004 (see description of School Entry Profile below). The administration of this instrument will be expanded in the 2004-2005 school year to include assessment of all children exiting early childhood special education.

School Entry Profile:

The School Entry Profile is an assessment instrument used to rate the school readiness of a sample of students in Missouri public elementary districts and schools. The Profile consists of 65 ratings items that reflect entry-level skills, knowledge, behaviors, and dispositions in seven areas of development. Areas identified include symbolic development, communication, mathematical/physical knowledge, working with others, learning to learn, physical development, and conventional knowledge. Raw scores are converted to standard scores with a mean of 100 and a standard deviation of 15. Additionally, parents complete a Parent/Guardian Survey about their children's health, education, and home literacy experiences prior to kindergarten. Parents indicate whether their child had experienced or participated in each of the following prior to kindergarten: Parents as Teachers (PAT), First Steps, Early Childhood Special Education, Early Head Start, Head Start, public pre-school, private pre-school, child care at a center, parent care at own home, child care at own home, and child care at another private home.

The data below has not been updated since the 2002-03 APR since the School Entry Profile assessment was not administered in the Fall 2003. Fall 2004 results are not yet available. Results for children with disabilities (subset of the sample of all students) were as follows:

School Entry Profile Standard Scores														
Readiness Scales	Fall 1998			Fall 1999			Fall 2000			Fall 2002			Comparison of Differences	
	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	Average Difference All Years Assessed	Average Difference 2000 and 2002
Symbolic Development	95.2	98.1	2.9	97.2	95.7	-1.5	96.9	95.4	-1.5	96.1	97.7	1.6	0.4	0.1
Communication	95.0	99.3	4.3	96.8	95.7	-1.1	96.0	95.9	-0.1	94.7	96.5	1.8	1.2	0.9
Mathematical/Physical Knowledge	95.1	101.4	6.3	96.8	96.0	-0.8	95.1	96.1	1.0	94.7	98.5	3.8	2.6	2.4
Working with Others	95.3	99.4	4.1	98.3	99.2	0.9	95.5	96.1	0.6	96.2	98.0	1.8	1.9	1.2
Learning to Learn	95.1	99.6	4.5	97.9	95.6	-2.3	96.0	95.8	-0.2	94.3	97.0	2.7	1.2	1.3
Conventional Knowledge	94.8	99.3	4.5	96.5	96.5	0.0	97.1	96.8	-0.3	94.9	99.5	4.6	2.2	2.2
Preparation for Kindergarten	95.5	99.9	4.4	96.9	97.5	0.6	96.3	98.8	2.5	95.5	99.9	4.4	3.0	3.5
	N=334	N=42	-	N=195	N=46	-	N=353	N=118	-	N=349	N=93	-	-	-

Source: Missouri Department of Elementary and Secondary Education - School Entry Assessment Project Report of Findings for 1999, 2000, and 2002.

Notes:

- The School Entry Profile was not conducted in 2001 or 2003.
- The mean standardized scale score is 100 with a standard deviation of 15.
- All IEP are all the children with identified disabilities attending kindergarten in the sample districts/schools.
- Spec. Ed. Services plus PAT & Pre-School are the children with identified disabilities attending kindergarten in the sample district/school who participated in the following pre-kindergarten experiences: Special Education (First Steps, Early Childhood Special Education, etc.), Parents as Teachers (PAT), and pre-school (public or private).

Formulas: Readiness Scale Difference = Spec. Ed. Services plus PAT & Pre-School Readiness Scale Standard Score – All IEP Readiness Scale Standard Score

School Entry Profile - Comparison of Trends:

Of the students assessed:

- All seven Readiness Scales for All IEP and Special Education Services plus PAT and Pre-school were within one standard deviation of the mean, i.e. standard scores were greater than 85 and less than 115.
- All seven areas of development for All IEP and Special Education Services plus PAT and Pre-school were below the mean with the exception of Mathematical/Physical Knowledge in 1998 which was slightly above the mean.
- In each year assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School received higher scores in Working with Others and Preparation for Kindergarten than All IEP.
- Based on the average differences of all seven areas assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School obtained higher standard scores than All IEP in all seven areas of development

Data suggests that, of the small sample of children with disabilities who were rated, those with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School, exhibited greater levels of school readiness in all seven areas of development. Additionally, scores of this sample grouping increased the last two assessment years (2000 and 2002) suggesting improvements in school readiness from special education and related services combined with PAT and pre-school. However, it should be noted that these data represent only a fraction of pre-school children with disabilities in the State of Missouri.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Continue ongoing discussion about valid and reliable assessment methodology to measure performance level of pre-school children.
- Continue to increase the performance level of children who receive special education and related services prior to age 5.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Data on the areas of early language, pre-reading, and social-emotional skills of children in Missouri's Early Childhood Special Education (ECSE) program is being primarily collected through the School Entry Profile. As noted above, the administration of the School Entry Profile is being expanded in the 2004-2005 school year to include assessment of all children exiting early childhood special education who are kindergarten eligible for the 2005-06 school year. Nearly 1000 ECSE teachers were trained during workshops for the School Entry Profile in preparation for the spring 2005 assessment. Targets will be established upon receipt of this data, which will be used as the baseline for, and included in, Missouri's next APR for 2004-05. Since this Profile is also used as an exit assessment for Title 1 and Missouri Preschool Project programs, it is anticipated that outcomes for children with disabilities will be measured and evaluated in terms of parity with nondisabled peers.

In addition to the School Entry Profile data, Missouri will be implementing a student identification system for all students receiving educational services, (general and special education) through public schools in the state. When fully implemented and student-level data is available, this system may allow for the long-term analysis of program and individual child outcomes/student achievement, as well as the level or frequency of students exiting and re-entering the special education system.

4. Projected Targets:

- Continue ongoing discussion about valid and reliable assessment methodology to measure performance level of pre-school children
- Continue to increase the performance level of children who receive special education and related services prior to age 5
- Train all ECSE teachers on administering the School Entry Profile
- Implement School Entry Profile for all children exiting ECSE

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.VI	Implement statewide assessment of children exiting Early Childhood Special Education programs	Train ECSE teachers on administering the Profile	Completed	<u>Section</u> <u>Responsibility:</u> EP, Data <u>Funding Type:</u> Part B
		Assess all students exiting ECSE	2004-2005	
		Analyze results, establish baseline and targets	2005-2006	
BF.VI BP BF.IV BF.V	Establish ongoing dialogue among personnel at DESE (Early childhood, Title I, Special Education) and school administrators and agencies to provide leadership and guidance on issues related to providing appropriate services to preschool children including children with disabilities. <ul style="list-style-type: none"> • Incorporating Missouri Pre-K standards in IEPs • Establishment of a Born to Learn vs. Ready to Learn philosophy. • Increased technical assistance on ECSE LRE • Research-based practices identified and disseminated 	Stakeholders identified	2005-2006	<u>Section</u> <u>Responsibility:</u> EP <u>Funding Type:</u> Part B
		Guidance developed	2005-2006	
		Policies reviewed and revised	2005-2006	
		Best practices disseminated	2005-2006	